



ERWIN ELEMENTARY

1477 Locustwood Avenue
Lancaster, South Carolina 29720

GRADES K-5 Elementary School

ENROLLMENT 475 Students

PRINCIPAL Jane B. Gaston 803-285-8484

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	37	55	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

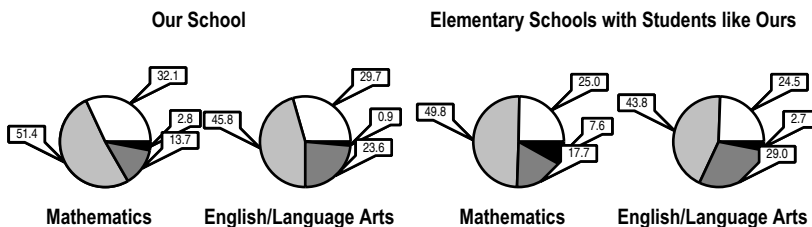
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

69.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	227	99.6	30.4	45.3	23.4	0.9	37.4	Yes	Yes
Gender									
Male	114	99.1	38.3	44.9	15.9	0.9	26.2		
Female	113	100.0	22.4	45.8	30.8	0.9	48.6		
Racial/Ethnic Group									
White	103	100.0	18.4	45.9	34.7	1.0	53.1	Yes	Yes
African-American	118	100.0	40.7	46.0	12.4	0.9	23.0	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	209	100.0	27.6	47.2	24.6	0.5	37.7		
Disabled	18	94.4	66.7	20.0	6.7	6.7	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	227	99.6	30.4	45.3	23.4	0.9	37.4		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	99.6	30.4	45.3	23.4	0.9	37.4		
Socio-Economic Status									
Subsidized meals	161	99.4	34.7	46.7	18.0	0.7	30.0	Yes	Yes
Full-pay meals	66	100.0	20.3	42.2	35.9	1.6	54.7		

Mathematics - State Performance Objective = 15.5%									
All Students	227	99.6	32.7	50.9	13.6	2.8	30.8	Yes	Yes
Gender									
Male	114	99.1	37.4	49.5	13.1	0.0	25.2		
Female	113	100.0	28.0	52.3	14.0	5.6	36.4		
Racial/Ethnic Group									
White	103	100.0	18.4	55.1	21.4	5.1	45.9	Yes	Yes
African-American	118	100.0	46.0	46.9	6.2	0.9	17.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	209	100.0	30.7	53.8	12.6	3.0	31.2		
Disabled	18	94.4	60.0	13.3	26.7	0.0	26.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	227	99.6	32.7	50.9	13.6	2.8	30.8		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	99.6	32.7	50.9	13.6	2.8	30.8		
Socio-Economic Status									
Subsidized meals	161	99.4	38.7	48.0	12.7	0.7	25.3	Yes	Yes
Full-pay meals	66	100.0	18.8	57.8	15.6	7.8	43.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	77	98.7	21.9	49.3	27.4	1.4	28.8
	Grade 4	84	100.0	27.8	49.4	22.8	N/A	22.8
	Grade 5	86	98.8	43.4	42.2	14.5	N/A	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	71	98.6	28.8	43.9	25.8	1.5	27.3
	Grade 4	78	100.0	23.1	53.8	21.8	1.3	23.1
	Grade 5	78	100.0	38.7	41.3	20.0	N/A	20.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	77	100.0	18.9	66.2	10.8	4.1	14.9
	Grade 4	84	100.0	27.8	43.0	22.8	6.3	29.1
	Grade 5	86	100.0	26.2	56.0	14.3	3.6	17.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	71	98.6	40.9	51.5	7.6	N/A	7.6
	Grade 4	78	100.0	28.2	47.4	20.5	3.8	24.4
	Grade 5	78	100.0	32.0	53.3	10.7	4.0	14.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 475)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.3%	N/A	3.5%	2.7%
Attendance rate	95.5%	Up from 92.8%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		3.6%	3.5%
Eligible for gifted and talented	9.3%	Down from 10.1%	9.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.9%	Up from 3.6%	9.3%	8.2%
Older than usual for grade	0.0%	Down from 0.6%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 30)				
Teachers with advanced degrees	60.0%	Up from 53.3%	46.9%	51.4%
Continuing contract teachers	93.3%	Up from 90.0%	87.2%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	6.9%		0.0%	0.0%
Teachers returning from previous year	94.0%	Up from 90.9%	86.4%	86.7%
Teacher attendance rate	94.1%	Down from 94.8%	94.7%	94.9%
Average teacher salary	\$41,241	Up 4.2%	\$39,923	\$40,760
Prof. development days/teacher	12.1 days	Up from 11.4 days	13.2 days	12.4 days

School				
Principal's years at school	7.0	Up from 6.0	3.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 20.3 to 1	18.3 to 1	18.9 to 1
Prime instructional time	88.4%	Up from 86.6%	89.5%	90.0%
Dollars spent per pupil*	\$5,542	Down 0.2%	\$6,090	\$6,044
Percent of expenditures for teacher salaries*	64.7%	Down from 65.6%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.7%	92.0%
Highly qualified teachers in high poverty schools**	90.9%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Erwin Elementary strives to create an atmosphere that promotes both challenging academic standards and outstanding school citizenship. As visitors walk through the halls of the school, they are able to observe students actively participating in inquiry-based science kits, problem solving activities, and creative art projects. Students are also busy developing their computer skills as they work daily using the many software programs that are available to them.

Numerous programs are available to students to provide creative outlets and to promote positive character development. Students may be involved in activities such as advanced art, cheer and dance group, primary chorus, elementary chorus, drum club, study buddies, A.C.E. Club, Student Council, choral festival, keyboarding, and Relay for Life events.

Continuous improvement in statewide testing results has occurred each year that the PACT had been administered. Our focus continues to be to provide opportunities for academic improvement by engaging students in learning before, during, and after school. Some activities offered before or after school include the following: math lab, writing programs, fitness programs, and computer classes. By offering additional programs, we are able to expand instruction of curriculum standards and offer assistance to students who need additional help while offering more challenging activities to others.

Our faculty and staff continue to become stronger as they take advantage of the many professional development opportunities. We strive to provide quality instruction while maintaining an atmosphere that encourages individual differences and allows students to just be children.

Supportive parents, spirited students, and enthusiastic teachers make our atmosphere one of playfulness and friendliness. Our welcome mat sums up our beliefs as it reads, "Little People, Big Dreams, and Bright Futures at Erwin Elementary."

Jane B. Gaston, Principal

Dawn Mullis, Chair of School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	74	42
Percent satisfied with learning environment	96.9%	95.9%	95.1%
Percent satisfied with social and physical environment	100.0%	91.8%	97.6%
Percent satisfied with home-school relations	90.6%	93.2%	95.2%

*Only students at the highest elementary school grade level at this school and their parents were included.